Summary of Striving Readers Projects:
Targeted Interventions for Struggling Readers

Table 3: Elements of the Professional Development Models as Planned			
Training Offered to Teachers New to the Intervention		**Follow-Up Training Offered to Returning Teachers**	
Group Training	**In-Classroom Support**	**Group Training**	**In-Classroom Support**
Chicago Public Schools, IL			
Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program			
Year 1: Total = 54 hours/teacher • 5 days at Summer Institute (30 hrs) • Quarterly follow-up training + Monthly Saturday Seminars (24 hrs) Training by district staff Year 2: Total = 69 hours/teacher • 5 days at Summer Institute (30 hrs) • Quarterly follow-up training (12 hours) • Monthly Saturday Seminars (15 hrs) • Technology training (12 hours in addition to 6 hours of technology focus in Saturday Seminars) Training by GoKnow Software developers and district staff	Minimum of 135 hours of in-class mentoring/teacher and additional technical assistance as needed by district staff District Coordinators mentor classroom teachers and literacy intervention teachers in use of comprehension strategies and techniques, and other program components during classroom instruction, as needed and/or requested by teachers and/or school principal; at least 3 hours per week.	Total = 57 hours/teacher • 3 days at Summer Institute (18 hrs) • Quarterly follow-up training (12 hrs) • Monthly Saturday Seminars (15 hrs) • Technology training (12 hours in addition to 6 hours of technology focus in Saturday Seminars) Training by GoKnow Software developers and district staff	Same as initial training year

Training Offered to Teachers New to the Intervention		Follow-Up Training Offered to Returning Teachers	
Group Training	**In-Classroom Support**	**Group Training**	**In-Classroom Support**
Danville School District, KY			
Learning Strategies Curriculum			
Total = 33 hours/teacher • 5 half-day workshops (3 hrs/workshop) • 6 half-day follow-up training workshops (3 hrs/session) Training by trainer certified by the developer.	Total = est. 12 hours/teacher • 9 site visits/teacher by CTL mentor coach (est. 1 hr/visit) • 3 coaching visits/teacher by LSC trainer (est. 3 hrs/visit)	Total = 37 hours/teacher • 2 days of workshops (7 hrs/day) • 6 half-day follow-up training workshops (3 hrs/workshop) • Bimonthly distance learning sessions (estimated 1hr/session) Training by trainer certified by the developer.	Same as initial training year
Memphis City Schools, TN			
Read 180 Enterprise Edition			
Total = 24 hours/teacher • 1 day initial training and 1 day follow-up training (6 hrs/day) by developer • 6 networking meetings (1 hr/meeting) by developer • Scholastic online training "Best Practices for Reading Intervention" (6 hrs) *[added in 2nd year of implementation]*	Total = 4.5 hours/teacher • Observation of class period with follow-up meeting 3 times/yr (1.5 hrs/ session), by developer and district staff *[added in 2nd year of implementation]*	Total = 10 hours/teacher • 1 day follow-up training by developer (6 hrs) • 4 networking meetings (1 hr/meeting) by developer	Same as support offered to teachers new to the intervention

Training Offered to Teachers New to the Intervention		Follow-Up Training Offered to Returning Teachers	
Group Training	**In-Classroom Support**	**Group Training**	**In-Classroom Support**
Newark Public Schools, NJ			
Read 180 Enterprise Edition			
Total = 15.5 hours/teacher • 2 days initial training (4 hrs/day) • 1 follow-up session (5.5 hrs) • 1 conference (2 hrs) Training by developer	Total = 4 visits/teacher and as needed • 4 in-class technical assistance sessions, by developer • Ongoing technical assistance by developer and district as needed	Same as initial training year	Same as initial training year
Ohio Department of Youth Services (students in juvenile correction facilities)			
Read 180 Enterprise Edition			
Total = 20 hours/teacher • 2 days initial training (5 hrs/day) • Semi-annual follow up training sessions (5 hrs/session) Training by developer	Total = 2 visits/teacher • Semi-annual visits to each class by developer and/or Project Director. • Ongoing classroom support by literacy coach as needed	Same as initial training year	Same as initial training year
Portland School District, OR			
Xtreme Reading Strategic Instruction Model			
Total = 67 hours/teacher • 5 days initial training (7.4 hrs/day) • 6 training workshops (5 hrs/workshop) Training by professional developers, Strategic Learning Center (SLC) of Seattle, Washington, hired as consultants to developer	Total = 12 hours/teacher • 8 in-class visits (1.5 hrs/visit) by SLC trainer	Total = 39 hours/teacher • 10 monthly meetings (3.9 hrs/meeting) Training by consultants to developer (Strategic Learning Center (SLC) of Seattle, Washington)	Total = 4 hours/teacher • 4 in-class visits (1 hr/visit) by SLC trainer

Training Offered to Teachers New to the Intervention		Follow-Up Training Offered to Returning Teachers	
Group Training	**In-Classroom Support**	**Group Training**	**In-Classroom Support**
San Diego Unified School District, CA			
Strategies for Literacy Independence across the Curriculum			
Total = 200 hours/teacher • Introductory workshops (16 hrs) • 3 follow-up training workshops (8 hrs/workshop) • Monthly meetings with district staff to discuss implementation (3 hrs/month) • Four rounds of teacher discussions with program consultants (3–4 days/round) Training by developers and district staff	Total = 360 hours/teacher • In-class support by school literacy coaches (2 hrs/day; 1 hr observation, 1 hour planning)	Same as initial training year	Same as initial training year
Springfield and Chicopee Public Schools, MA			
Read 180 Enterprise Edition			
Total = 42 hours/teacher • 2 initial training sessions (6 hrs/session) • 8 follow-up seminars (3 hrs/seminar) • Scholastic online training "Best Practices for Reading Intervention" (1 course, 7 online sessions, approximately 6 hrs) *[added in 2nd year of implementation]* Training by developer	Total = 18 hours/teacher • 9 in-class technical assistance visits by developer (1/month, 2 hrs/visit)	None	As needed (up to monthly visits, 2 hrs/visit)

Training Offered to Teachers New to the Intervention		Follow-Up Training Offered to Returning Teachers	
Group Training	**In-Classroom Support**	**Group Training**	**In-Classroom Support**
Xtreme Reading Strategic Instruction Model			
Total = 42 hours/teacher • 3 days initial training (6 hrs/day) • 4 full-day quarterly workshops (6 hrs/day) Training by professional developers, Strategic Learning Center (SLC) of Seattle, Washington, hired as consultants to developer	Total = 18 hours/teacher • 9 in-class visits (1/month, 2 hrs/visit) by SLC trainer	None	As needed (up to monthly visits, 2 hrs/visit)

Source: Striving Readers Year 2 Evaluation Reports (available at: *http://www.ed.gov/programs/strivingreaders/performance.html*)